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| **Skill Description**  **Actions** – Learner will perform common actions.  When presented with a phrase such as “Show me knocking”, the student will perform the action stated. | **Goal(s)**  1. That the stimuli that evokes the response is the other persons verbal behavior (direction to perform the action.  2. That the targeted response is evoked in similar situations, with different people, and in many different places. |
| **Prerequisite Skills:**   * Can receptively discriminate and labels objects or items that are involved in the action to be performed. * Can imitate the movements involved in the action to be performed | |
| **Important points:**   * Start teaching with **on-going** actions first. * **Do not** begin teaching with pictures. * Use mastered items from the skills tracking sheets to begin teaching actions. * Teach the relevant actions first. Consider actions that the learner enjoys performing or having other perform that might be transferred from the mand as well as actions the learner will be exposed to frequently. * When possible use a variety of items to teach the action (avoid one single object paired with the action). For example, if teaching “rolling” you should model the action using different objects (ball, pencil, bottle, marker, can, etc.) to ensure the learner is focusing on the relevant aspect of the action, which is the movement itself and not the object. * When teaching actions that involve an object (example: “show me reading”), instructor should display a book in addition to 2-3 other items (which you can’t read) and present the SD “show me reading”. This is important because you want the learner to be able to choose the correct item involved as well as perform the correct action | |

**Teaching Sample: *Target:*** *Bouncing*

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| **Trial** | **Teacher’s Response** | **Learner’s Response** |
| Receptive trial with imitative prompt | “Show me bouncing” (while modeling the action of bouncing with the ball) | “Bounces ball” |
| Receptive transfer | “Show me bouncing” | “Bounces ball” |
| Tact distractor | “What is it?” (while showing ball) | “Ball” |
| Receptive distractor | “Touch your nose” | “Touches nose” |
| Receptive check | “Show me bouncing” | “Bounces ball” |